

INDICATION OF INTEREST

in applying to operate a
Partnership School | Kura Hourua opening in 2014

OUR SCHOOL

ISSUED 14 DECEMBER 2012
DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to
chair@partnershipschools.education.govt.nz

CONTENTS

1. Foreword from the Chair of the Partnership Schools | Kura Hourua Working Group
2. Indicative Timeline
3. School Contacts and Profile
4. Statement of Purpose and Goals
 - A. Purpose, Mission/Vision
 - B. Goals
5. Educational Plan
 - A. Proposed Student Population and Educational Need
 - B. Learning Environment, Teaching and Curriculum
 - C. Community and External Engagement
6. Operations Plan
 - A. Leadership and Governance
 - B. Staffing
 - C. Proposed Enrolment
 - D. Proposed Facilities
7. Business Planning

The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

Proposed School

Name

Click here to enter text

Proposed Sponsor

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

Name

Click here to enter text

Primary Contact

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.

Name

S 9(2)(a) OIA

Mailing Address

Phone: Day

S 9(2)(a) OIA

Cell phone:

S 9(2)(a) OIA

Email

S 9(2)(a) OIA

Fax

Click here to enter text

School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion)

Middle school

Proposed location

Papakura / Papatoetoe

Year levels in first year of operation

Year 7-8

Year levels at full enrolment

Years 1-15 (Pre-school to Year 15)

A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

Why a charter school?

We all agree that schools need to change. We all agree that we need innovation. But we're slow to do anything about it. Especially in socio-economically disadvantaged areas the roots of academic underachievement extend far beyond the walls of the classroom.

A charter school is like a greenhouse for ideas, we get to plant new seeds, replace the ones that don't work, and adjust the conditions to help them grow, all with the purpose of creating bolder, more vibrant results.

A charter school allows us more flexibility to redefine the methods, experience and boundaries of school to tailor the experience for children who aren't suited to the standard system and make deeper inroads against student underachievement.

Why give us a go?

Because we've been there! We set up Our School because we weren't happy with the way schools look. We're about providing opportunities, not requiring obedience. We want to set imaginations free, not hammer them into shape. Our curriculum is practical with a clear pathway to higher education or employment. We have teachers who care more about kindling the fire of inspiration than the week's pay cheque.

We know that education is much more than just in the classroom, so we get outside the classroom as much as we can (or we bring the world to us), as well as providing everything from lunches to counselling, and open ears to help children on their journey.

Our School is a hub for learning. We teach children, but also parents, and (can you believe it?) teachers.

Because as life-long learners we're all here for the same thing!

Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.

Mission:

Our key mission is getting students to and through tertiary studies.

Vision:

Students leaving the school are confident, creative, innovative, tenacious, resilient and ready to take their place in the world.

Students are prepared to create a life that they're excited about and want to take an active part in. Becoming great employees, responsible parents, and effective members of society.

Values:

Excellence, respect, integrity, responsibility, resilience (grit)

2. Goals

What are the school's performance goals and how will these be measured?

Goals

To provide a level playing field so all students have the opportunity to:

- *reach "at" or "above" National Standards –Year 1-8
- *a minimum of NCEA level 2 by the end of Year 13
- *attend University, a tertiary education provider, or a trade by the end of Year 13

To provide transformational teachers who can achieve the goals listed above.

To provide support and mentoring for all learners.

We do not leave students without support once they graduate from our school.
Graduates can expect support for 6-12 months once they enter tertiary or trade based education.

Evaluation

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant and time bound.

B EDUCATIONAL PLAN

1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

Who would we serve?

Year 7-12 students, including those who:

- have experienced limited success in the current school system
- have become disengaged with the programmes offered at their current school
- have a passion in/career aspirations in The Arts, sport, science, technology, multimedia, mathematics
- due to lower socio-economic backgrounds some students may otherwise be unable to access these types of experiences/opportunities

Our key mission is getting students to and through tertiary studies.

Describe any challenges to learning that the proposed student population may face.

Starting Point: Issues confronting some students are

learning issues:

reading, writing, math = below/well below expected level
oral language level = low
disengaged - learning is not a priority, what is offered at current school is not interesting or relevant

attendance issues due to:

parental expectations - staying home to babysit siblings
embarrassment about not having food e.g. lunch lack of school uniform, uniform doesn't fit
no money for stationery, uniforms, trips...

social issues:

generational poverty
strong peer culture/external pressures e.g. gangs
difficulties with relationships
lack of self-esteem/confidence/resilience
resorts to disruptive behaviour - unable to break the cycle
wants to change, but can't see a way out of the current situation or how to make the change

How to move from the starting point to achieve our vision...

"If children find learning difficult, it could well be that there is something the matter with the way we are asking them to learn, rather than something the matter with their innate capacity for learning."

Frank Smith

Evaluation

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

2 Learning Environment, Teaching and Curriculum

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

A Typical day:

Year 7 & 8 Programme

The first two years are more structured to enable students to "catch-up" on core curriculum areas that are not yet strengths.

8:00am-12:00pm

Core Curriculum: literacy, numeracy, financial literacy, and self.

12:30-4:00pm

Collaborative projects - develop and strengthen skills, innovation and creativity. The Years 7&8 projects are selected by the school and are centred around community issues e.g. creating resources for local preschools, ecological sustainability, promoting blood bank and local sport groups, etc. Because the planning of a lesson/project is where the deep think really is, each project is planned through student-teacher collaboration.

Teachers work in multi-curricular teams to mentor students as they work through their projects

4:00 – 5:30pm

Development Programme (see below)

Years 9 & 10 Programme

8:00am-12:00pm

Collaborative projects – increased student input into the projects to be covered.

Students design, set-up and carryout research projects investigating and recommending solutions to real problems in the local area and beyond. Projects could also result in students writing, design and perform a play, musical performance, or art exhibition. In preparation for or parallel to work experience/apprenticeship some students may be involved interviewing people and researching the skills and knowledge required and futures of these occupations.

Apprentice start-ups – some students will have the opportunity to divide their week between on the job learning (in the community) and learning more theoretical subjects, relevant to the job, at school.

School Curriculum:

Students leaving the school will be ready and willing to go on thinking and learning beyond school as a result of the curriculum offered.

They will be aware of their strengths, and be able to utilize them, and their weaknesses, and be able to overcome them.

Students overall capacity to learn is developed when their school experiences provide a context that is relevance and has meaning for the student.

A key purpose of our curriculum is to provide a variety of "loop" style pathways linking students and their learning to their future goals in tertiary or vocational studies.

Core Curriculum:

*Taught daily, includes catch-up sessions

Literacy – reading, writing and oral

Numeracy – the basics (+ - / x), statistics, geometry, measurement

Financial literacy –

*Taught 1-2 sessions per week

Includes personal budgeting, small business operation, etc.

Self –

*Taught 1-2 sessions per week

Positive health and wellbeing. Developing personal fitness and educating students about food. Enhancing a sense of belonging, leadership skills, character development, and school values.

Projects- all Year groups

Integrated curriculum projects give students learning purpose and direction. Students are able to practice the skills they learn in authentic contexts.

Projects allow for innovation, inquiry, curious self-starters, creativity, critical thinking, and entrepreneurship.

Students will develop the ability to work and do things with the knowledge they gain. The traditional subject-based sessions provide students with the skills and resources they can apply to their projects.

All units begin with a session where teachers meet with students to gather their input regarding the project at hand – what will be done, resources required, assessment, and the assessment check points, method of presenting findings, etc.

Projects are taught by combining collaborative workshops with the direct instruction of traditional subject-based sessions. The subject lessons support student learning as they provide skills that can be directly applied to the project.

In addition to the projects above, the Art Gallery in the foyer of the school links to The Arts, Technology, English and economics curriculum. Students working on the Art Gallery project are directly responsible for items such as budgeting, displaying art works, and sales. The Art Gallery provides an outlet for students to display and sell their art work, writing, multimedia work, etc. directly to the public.

At the conclusion of each term students present their projects findings (part of the assessment process). This includes projects that span more than one term; progress to date will be shared. Projects can be shared with the school community, families and whanau, the wider community, and even experts around the world through Skype or the internet.

Year 7 & 8 students participate in all aspects of each project introducing them to a wide range of subject areas.

Years 10 & 11 (10-13 in the future) collaborate fully with each other and have the ability to select the curricula they wish to use to present their work.

Opportunity is provided for students to be part a start-up team creating a new business or organising a venture.

The role of teacher through each project is as "learning coach". They no longer stand at the front "delivering" their knowledge to the class. Instead they use this knowledge to work alongside their students.

It is the teachers role to create relationship with outside organisations or experts, and to find a range of internet based learning.

The school will also connect learners with the correspondence school where necessary to ensure that learners have the education necessary to meet their goals. This will occur if the current teaching staff does not have the specialist skills required.